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ABSTRACT

Inspired by recent literature on burnout, this study investigates several factors that may affect job satisfaction or dissatisfaction among public school teachers, building-level administrators, and counselors. The study explores the relationships between vocational personality types, as measured by Holland's "Self-Directed Search" and sex-role self-perceptions, as measured by Bem's "Sex-Role Inventory." The variables of sex, length of service, and job satisfaction were also considered. Several hypotheses were tested: (1) school administrators, counselors, and teachers will have a dominant social vocational personality; (2) the greater their length of service, the more likely that repondents will have the expected personality type; (3) the greater their length of service, the more likely that school administrators will have male sex-role self-perceptions, counselors will have androgynous sex-role self-perceptions, and teachers will have female sex-role self-perceptions; and (4) in each occupational category, respondents with androgynous sex-role self-perceptions will indicate a higher degree of job satisfaction than will those with other sex-role self-perceptions. This 1986 study used a sample of 600 educators (200 of each category), with a 48 percent response rate. Demographic data revealed that respondents are more satisfied with their occupations than previous research suggests. Results indicate a relationship between perceived sex roles and job satisfaction, but no significant relationships between the Holland career orientations or sex-role self-perceptions and length of service. Included are 43 references and 2 tables. (MLH)

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Vocational Personality Types and Sex-Role Perceptions of Educational Administrators, Counselors, and Teachers

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Vocational Personality Types and Sex-Role Perceptions of Educational Administrators, Counselors, and Teachers

Studies of satisfaction of public school educators (e.g. Reed, 1979; Sparks, 1978; and Wangberg, 1982) reveal that large numbers of teachers are burned out or dissatisfied, and that many would like to leave their jobs or would not choose teaching as a career if they had the choice to make again. Reports and studies critical of public educators (e.g. Adler, 1982; Boyer, 1983; Goodlad, 1979; National Coalition, 1985; National Commission, 1983) have increased the pressure on teachers and others in the public schools.

This study investigates several factors which may have a bearing on job satisfaction or dissatisfaction among public school teachers, building-level administrators, and counselors. It explores the relationships between vocational personality types, as measured by Holland's "Self-Directed Search" (SDS) and sex-role self-perceptions, as measured by Bem's "Sex-Role Inventory" (BSRI). Relationships between vocational personality types and sex-role self-perceptions and the variables of sex, length of service, and job satisfaction were also studied.

Six hypotheses were tested: 1) school administrators, counselors, and teachers will have a dominant Social vocational personality; 2) the greater their length of service in the chosen

occupation, the more likely it will be that respondents will have the expected vocational personality type; 3) the greater their length of service in the chosen occupation, the more likely it will be that school administrators will have male sex-role self-perceptions; 4) the greater their length of service in the chosen occupation, the more likely it will be that school counselors will have androgynous sex-role self-perceptions; 5) the greater their length of service in the chosen occupation, the more likely it will be that teachers will have female sex-role self-perceptions; 6) in each occupational category (administrator, counselor, teacher), respondents with androgynous sex-role self-perceptions will indicate a higher degree of job satisfaction than those with other sex-role self-perceptions.

The majority of studies of sex-role self-perceptions have been conducted with college student populations. The present study provides new information regarding vocational personality types and sex-role self-perceptions of educators with varying lengths of work experience. It also sheds light on the levels of job satisfaction of a sample of public school educators in the mid-1980's.

Theoretical Framework

Vocational Personality Types

John Holland (1973) theorized that individuals are attracted to a career because of their personality orientations. He

believed that career choice was an expression or extension of one's personality into the world of work. He proposed six vocational personality types and six matching occupational environments:

1. Realistic (R) Persons with this orientation enjoy activities requiring physical strength, aggressive actions, motor coordination and skills. They like to "work through" a problem rather than "think through" it.
2. Investigative (I) Persons of this orientation are task oriented and prefer to "think through" rather than "work through" problems. They have a marked need to organize and understand the world.
3. Social (S) Persons of this orientation prefer teaching or therapeutic roles. They like attention and socialization. They possess excellent verbal and interpersonal skills.
4. Conventional (C) Persons of this orientation prefer structured verbal and numerical activities. They achieve their goals through conformity to rules.
5. Enterprising (E) Persons of this orientation prefer to use their verbal skills in situations in which they can lead or control others.
6. Artistic (A) Persons of this orientation prefer indirect relationships. They communicate their ideas through artistic media.

Holland assumed that most people have one dominant orientation and also secondary and tertiary orientations. He proposed that all occupations could be classified according to their environmental orientations, and he developed a classification system using these orientations for all occupations listed in the Dictionary of Occupational Titles (1977). Thus he classified occupations into three-letter codes such as RIC, ASE, SEA. He developed the Self-Directed Search (SDS) as a self-scoring assessment tool to help people link their personality orientations to occupational environments with similar orientations. The assumption was that the closer the two matched the happier the person would be in a career.

The SDS contains four sections. In the first section respondents are asked to express their like or dislike for activities that are related to Holland's six vocational environments. The second section asks respondents to indicate their competency to perform activities related to the six vocational environments. The third section presents fourteen examples of occupations in each of the six categories and asks the respondents to label each as interesting (appealing) or uninteresting (unappealing). In the fourth section respondents are asked to estimate their ability in twelve occupational skill areas, two of which are related to each of the six Holland career orientations. The instrument can be self-scored, and raw scores are obtained by tallying designated responses in each of the six orientations.

In order to decrease participants' response time and to simplify the scoring of the SDS, the fourth section on self-estimates of ability was omitted in the present study.

Educational occupations such as teaching, counseling, and administration all have dominant S orientations under Holland's classification system. Holland's theory has generated much research. One finding has been that males tend to achieve higher SDS scores in the I, E, and R categories while females achieve higher SDS scores in the S, A, and C categories (Keeling and Tuck, 1978).

Sex-Role Perceptions

As Cook (1985) points out, the concept of androgyny is at least as old as classical mythology. However, it has been only within the second half of the twentieth century that "psychological androgyny" has been studied as a way to describe and understand the complexity of human beings and the social changes coming about in advanced societies.

Briefly stated, androgyny is the simultaneous manifestation of masculine and feminine characteristics by an individual. Cook elaborates on this definition by pointing out that androgyny "refers to the body of psychological theory, assessment, research, and counseling/therapy approaches that recognize masculinity and femininity as independent psychological domains desirable for both sexes" (p. 20).

The Bem Sex-Role Inventory was selected for this research study because of its wide use in investigations of androgyny. Bem

(1974) pointed out that both psychology and society at large had conceptualized masculinity and femininity as bipolar ends of a single continuum. Masculinity was associated with an instrumental orientation and a cognitive focus on achievement, while femininity was associated with an expressive orientation and an affective concern for the welfare of others. However, Bem speculated that some persons could be androgynous; that is, they could possess and utilize both masculine and feminine characteristics depending on situational appropriateness. Strongly sex-typed individuals, on the other hand, "might be seriously limited in the range of behaviors available to them as they move from situation to situation" (p. 155).

The BSRI consists of 60 adjectives describing personality characteristics. Twenty are stereotypically feminine (e.g. affectionate, gentle, sensitive to the needs of others), twenty are stereotypically masculine (e.g. assertive, independent, ambitious), and twenty are filler items, which are stereotypically related neither to masculine nor feminine characteristics (e.g. conceited, happy, truthful). In the BSRI Professional Manual (1981), Bem explains that the "items were selected as feminine or masculine on the basis of [American] cultural definitions of sex-typed social desirability and not on the basis of differential endorsement by females and males" (p.4).

Scoring of the BSRI in this research study was accomplished using the median split method, with the median raw scores from the

present sample (Masculine = 5.2; Feminine = 5.9) serving as the criteria for classification. The 30-item short form of the BSRI served as the basis for classification. Subjects with both masculine (M) and feminine (F) raw scores above the median were classified as androgynous; those with both M and F raw scores below the median were classified as undifferentiated; those whose M scores were above the median and whose F scores were below the median were classified as masculine; those whose F scores were above the median and whose M scores were below the median were classified as feminine.

Sample and Methodology

During the Fall of 1986, a sample of 600 educators (200 building level administrators, 200 school counselors, 200 teachers) were asked to complete a package of instruments consisting of a modified version of Holland's "Self-Directed Search," the BEM "Sex-Role Inventory," and demographic questions, including "Present Position," "Level of Job Satisfaction," "Likelihood of Choosing Present Position Again," "Length of Service in Present Position," and "Sex."

The 200 building level administrators were randomly selected from northeastern Ohio school systems listed in the 1984-85 edition of the Ohio Educational Directory, published by the Ohio State Department of Education. The 200 school counselors were randomly selected from northeastern Ohio school districts listed

in the 1980 edition of Ohio School Counselors, published by the Ohio Department of Education.

Both the administrators and counselors were mailed instrument packages with a stamped addressed envelope and asked to return them by a designated date. Two weeks after that date, a follow-up letter was sent thanking those who had responded and encouraging additional responses.

The instrument packages for the teachers were administered in graduate-level courses for school teachers at Cleveland State University. The instruments were either administered during class sessions or distributed at one session and collected at the next.[1] Rates of return of the instrument packages were: Administrators - 77 returns (39%); Counselors - 94 returns (47%); Teachers - 117 returns (59%); Total sample - 288 returns (48%). A demographic breakdown of the sample is shown in Table 1.

Insert Table 1 About Here

Review of Literature

Introduction

Recent studies and reports have revealed a growing level of job dissatisfaction among teachers. When New York City laid off 9,000 teachers, only 2,400 returned when asked (Reed, 1979). Sparks (1979) reported that 46% of the teachers in his regional

study were dissatisfied with their jobs and would not again choose teaching as a career. In a survey of women elementary teachers from a sample drawn from four school systems representing national demographics it was found that 40% would not again choose teaching (Wangberg et al, 1982). In Maryland a survey of teachers found that 60% would not again select a teaching career (Cumberland News, 1980). In addition many women who traditionally would have been attracted to teaching are choosing work in private industry and the number of women college freshmen expressing interest in teaching has plummeted since the 1960's (Education USA, 1980).

Similar findings are true among school administrators and counselors. Watkins (1983) warned the counseling profession of the personal hazards of becoming a counselor. Reviewing a trend for counselors to leave the field at a young age, he cited intrapersonal and interpersonal problems as the probable causes. Reiner and Hartshorne (1982) found that 28% of the school psychologists in their study scored in the "candidate for burnout" or "burning out" categories on Freudenberger's Burnout Questionnaire. Freisen, Holdaway, and Rice (1983), in studying the job satisfaction of school administrators, found school administrators conflicted in that they stated that the same factors that brought them the highest levels of job satisfaction also brought them the most dissatisfaction. These factors included relationship with teachers, sense of achievement, responsibility, and interpersonal relationships. Thus it would

seem that many administrators and counselors suffer from a similar level of job dissatisfaction as do teachers.

Hypotheses

Studies of educators' job dissatisfaction have found low quality of worklife (Materka, 1980) and lack of professional recognition (Wangberg et.al, 1982) as major causes. In the Wangberg study teachers were found to be highly job motivated to the point that they linked their identities to their careers. This high level of job motivation does not seem congruent with the low levels of expressed job satisfaction found in other studies and suggests a need to further investigate the career development of educators.

1. School administrators, counselors, and teachers will have a dominant social vocational personality.

In Holland's classification system for occupations teaching, school administration, and counseling fall into the following categories: SEI, SRE, SAI, SIC, SAE, SIA, SIE, and SIC. All of these have Social as their dominant orientation. In Holland's theory it is assumed that the closer a person's personality orientation is linked to a matching environment the more job satisfaction a person will experience. This theory has been supported in studies on non-teaching populations (e.g. Tuck & Keeling, 1978; Salomone & Slaney, 1978; Prediger and Hanson, 1976).

2. The greater the length of service in the chosen occupation the more likely it will be that respondents will have the expected personality type.

3. The greater their length of service in the chosen occupation the more likely it will be that school administrators will have male sex-role self-perceptions.

4. The greater their length of service in the chosen occupation the more likely it will be that school counselors will have androgynous sex-role self-perceptions.

5. The greater the length of service in the chosen occupation the more likely it will be that teachers will have female sex-role self-perceptions.

In his original theory Holland (1973) described the R, E, and I personalities as preferring to play male roles and S, A, and C personalities as preferring to play female roles. Keeling and Tuck (1978), in comparing raw scores from the SDS, found that males had higher scores in the R, E, and I orientations while females had higher S, A, and C scores. Harren and Biscardi (1980), in studying the relationship between SDS codes and college majors, found considerable support for the validity of Holland's typolgies and suggested that their data indicated the need for separate personality descriptions within each category for each sex.

Occupations are thought to be sex typed when one sex is the "very large majority" of workers and there is an associated normative expectation that it **should** be (Epstein, 1971). Since the 1800's, teaching has remained the largest professional occupation for women (Smuts, 1971). Administration, on the other hand, has traditionally been a male sex-typed occupation. At the

elementary school level while men constitute 11 percent of the teaching force they account for 78 percent of the elementary principalships (Cirincione-Coles, 1975).

Until 1986 more males were hired as counselors, but in 1986 for the first time the number of females employed as counselors was larger (AACD, 1986). Bem's description of an androgynous person as endorsing high levels of feminine and masculine characteristics seems to correspond to Holland's SAE (social=female, artistic=female, enterprising=male) or SIA (social=female, investigative=male, artistic=female) codes for counselors. Such an individual should be capable of leading others (E) and using the scientific method in decision making (I), both of which are traditional male roles, while at the same time being nurturing (S) and sensitive (A), which are traditional female roles.

6. In each occupational category (administrators, teachers, and counselors), respondents with androgynous sex-role self-perceptions will indicate a higher degree of job satisfaction than those with other sex-role self-perceptions.

Bem's (1975) earliest formulations of psychological androgyny emphasized the superior behavioral flexibility of androgynous persons. Because these persons were freed of the rigid stereotypical behaviors of their sex, it was thought that they could engage in either masculine, feminine, or a blend of those behaviors depending on what was appropriate for the situation.

This wider repertoire of behaviors was felt to be more adaptive and thus psychologically healthier (Bem 1974, 1975). Bem's early concept that behavioral flexibility is associated with androgynous persons has been supported by some research. For example, androgynous persons rate themselves higher on psychological health and self concept scales than do those in other sex-role categories (Hinrichsen, Follansbee, and Fianellen, 1981). Campbell, Steffen, and Langmeyer (1981) found that androgynous college students reported higher levels of social competence than persons with other sex-role perceptions. Gilbert (1981) found that androgynous persons of both sexes reported higher levels of social competence and self-esteem. Flaherty and Dusek (1980), in studying androgyny and self-concept, found support for the concept of androgynous persons being more flexible and thus having better self-concepts.

Other research, however, has not supported Bem's concept of the flexibility of androgynous persons. Logan and Kaschak (1980) found no differences among the various BSRI sex-role categories on mental health measures. Wells (1980) also found no significant differences between sex-typed and androgynous adolescents. Bassoff and Glass (1982) concluded that both androgynous and masculine subjects scored higher on mental health measures than did their more feminine peers. Jones and his associates (1978) found that androgynous males were not significantly more flexible, adaptive, or socially skilled than masculine males. Lubinski and his associates (1981) found only partial support for BSRI scores

as being indicators of well-being and no support for androgyny as being a better predictor of mental health than femininity and masculinity.

In summary, some data point to the benefits of androgyny and other data question its benefits. Most of these studies have been conducted on either college students or adolescents and whether the results are generalizable to older adults is not known.

Findings

Analysis of the data revealed that hypothesis 1 was confirmed for the total group and for each of the three subgoupings (administrators, counselors, and teachers). As shown in Table 2, the Social career orientation was the dominant one for all groupings. Among the total group, 57% had S as their dominant orientation or the S score was tied for dominance with other orientations. The comparable figures for the three subgroups were: Administrators, 43%; Counselors, 76%; Teachers, 51%. The next highest career orientations for each subgroup were: Administrators, Enterprising, (27)%; Counselors, Enterprising (10%); Teachers, Artistic (19%).

Insert Table 2 About Here

Hypothesis 2 proposed that the greater the length of service in the chosen occupation, the more likely that respondents would indicate the Social career personality type. Chi-square tests were used to compare length of service and Social career orientation as well as the other five career orientations. There were no significant differences from the expected frequencies ($X^2(18) = 13.19$, $p>.05$). Therefore hypotheses 2 was not supported.

Hypotheses 3, 4, and 5 proposed that the greater the length of service the more likely it would be that educators would indicate the expected sex-role self-perceptions (administrators, male; counselors, androgynous; teachers, female). Chi-square tests revealed no significant differences from the expected frequencies for any of the BSRI sex-role patterns for the three subgroups (administrators, $X^2(9) = 5.33$, $p>.05$; counselors, $X^2(9) = 11.56$, $p>.05$; teachers, $X^2(9) = 6.75$, $p>.05$). Therefore, hypotheses 3, 4, and 5 were not supported.

Hypotheses 6 proposed that respondents with androgynous sex-role self-perceptions would indicate a higher degree of job satisfaction than those with other sex-role self-perceptions. This hypothesis was supported for the total group of respondents and for two of the three subgroups.

In the total group of 288 persons, 77 (27%) fell into the androgynous category on the BSRI, 60 (21%) fell into the feminine category, 80 (28%) fell into the masculine category, and 71 (25%)

fell into the undifferentiated category. For the purposes of analysis, the three satisfaction categories of "very little satisfaction," "low satisfaction," and "moderate satisfaction" were grouped together and contrasted to the category of "great satisfaction." For the total group, 74% (57) of the androgynous respondents indicated great satisfaction, whereas only 52% (31) of the feminine, 50% (40) of the masculine, and 41% (29) of the undifferentiated respondents indicated great job satisfaction. A chi-square test revealed a significant difference in job satisfaction levels among the androgynous respondents ($X^2(3) = 18.03$, $p<.05$).

Among the administration group (N=77), 21 (27%) were androgynous, 9 (12%) were feminine, 37 (48%) were masculine, and 10 (13%) were undifferentiated. In the administrator group, 95% (20) of the androgynous respondents indicated great satisfaction, whereas only 67% (6) of the feminine, 68% (25) of the masculine, and 50% (5) of the undifferentiated respondents indicated great job satisfaction. A chi-square test revealed a significant difference in job satisfaction levels among the androgynous respondents ($X^2(3) = 8.63$, $p.<.05$).

Among the counseling group (N=94), 23 (25%) were androgynous, 20 (21%) were feminine, 20 (21%) were masculine, and 31 (33%) were undifferentiated. In the counseling group, 74% (17) of the androgynous respondents indicated great satisfaction, whereas only 35% (7) of the masculine and 39% (12) of the undifferentiated

respondents indicated great job satisfaction. However, for the counselor group, 75% (15) of the BSRI feminine respondents also indicated great job satisfaction. A chi-square test revealed significant differences in job satisfaction levels among respondents with various BSRI sex-role orientations ($X^2(3) = 13.06$, $p<.05$).

Among the teacher group (N=117), 33 (28%) were androgynous, 31 (27%) were feminine, 23 (20%) were masculine, and 30 (26%) were undifferentiated. In the teacher group, 61% (20) of the androgynous respondents indicated great satisfaction, whereas only 32% (10) of the feminine, 35% (8) of the masculine, and 40% (12)of the undifferentiated respondents indicated great job satisfaction. A chi-square test revealed a non-significant difference in job-satisfaction levels among the androgynous teacher respondents ($X^2(3) = 6.38$, $p=.09$).

Discussion

Descriptive Findings

The male-female breakdown of the sample in this study reflects expected patterns of educational employment. Whereas 60% of the sample were female, only 29% of the building administrators were female, while 59% of the counselors and 80% of the teachers were female.

Members of the sample were very experienced people. Sixty percent had six or more years of experience, and 41% had eleven or

more years of experience. Besides being experienced, members of the sample indicated high job satisfaction. Ninety-five percent of the respondents expressed "moderate" or "great" job satisfaction, while 55% expressed "great" job satisfaction. Moreover, a large portion of the sample indicated that they would choose the same occupation again. Eighty-eight percent indicated that they "definitely" or "probably" would choose the same occupation, while 52% indicated that they "definitely" would make the same choice.

These demographic data reveal that the educators in the present study look more favorably upon their occupations than might be suggested by some of the research studies cited earlier which report large amounts of dissatisfaction among educators. Reasons for the high level of satisfaction among the present sample may range from problems in research design to the development of a trend towards more positive job outlooks by educators. With a 48% response rate, it is possible that those more satisfied tended to respond in greater numbers that those with less job satisfaction. On the other hand, since great efforts have been expended to improve educational practice, since the spate of critical reports, it may be that educators have moved beyond their motivational nadir.

While the "great" satisfaction level was 55% for the sample as a whole, it was somewhat different for each of the three educator groups. Seventy-three percent of the administrators

indicated "great" job satisfaction, while only 54% of the counselors and 43% of the teachers indicated like ratings. These findings may suggest that further study of the job satisfaction levels of teachers as compared to administrators and counselors is needed.

Hypotheses

While the data related to Hypothesis 1 supported S as the dominant personality orientation of the respondents, 43% of the sample had other dominant personality types. With the high level of job satisfaction that was expressed it would seem that the SDS codes are of limited value in discriminating between job satisfied and dissatisfied educators. The modified version of the SDS used in this study may have affected this result. Whether this result is particular to the present sample or can be generalized needs further study.

Findings related to Hypotheses 2 through 5 revealed that length of service had no significant relationship with either career personality types or sex-role perceptions for this sample. These hypotheses were developed as a result of Stefflre's (1966) contention that the longer a person was in an occupation the more the person became similar to the personna of that occupation. It was assumed that sex-role perception and career personality orientation were components of the occupational personna. Either this assumption is incorrect or length of service has little effect on the occupational personnas of educators.

Related to Hypothesis 6, the finding that respondents with high androgynous sex-role self-perceptions indicated a higher degree of job satisfaction than those with other sex-role self-perceptions in two of the three sub-groups was of particular interest. Note must be taken that for purposes of this analysis the "moderate" level of job satisfaction respondents were combined with the "very little" and "low" levels of job satisfaction groups. Even so, the finding that androgyny was linked with "great" job satisfaction supports to some extent earlier theory and research which suggests that the flexibility inherent in the androgynous role would lead to job effectiveness and satisfaction. Further study in this area could be helpful in assisting educators with their career development.

Limitations of the Study

Several factors may have limited this study. First, the response rate was only 48%. In some cases this limited response resulted in low numbers in some chi-square cells. Second, the sample was limited to the Northeast Ohio area and therefore generalizations to larger populations of educators should be made with caution. Third, as already mentioned, the SDS was modified for use in this study and such modifications may have affected the scores from the instrument.

Conclusions

The results of this study indicated a relationship between perceived sex roles and job satisfaction but no significant

relationships between the Holland career orientations or BSRI sex-role self-perceptions and length of service. Since such large percentages of the respondents in the present study were greatly or moderately satisfied with their current position, and since many would choose the same position again, the nature of the relationship between androgyny and other sex-role self-perceptions and job satisfaction is not clear. Further study in this area should be undertaken to clarify the usefulness of the concept of psychological androgyny in the preparation, recruitment, development, and supervision of school administrators, counselors, and teachers.

One of the major findings of this study was the high level of job satisfaction among educators in the sample. Seventy-three percent of the administrators and 54% of the counselors indicated "great" job satisfaction levels, while only 43% of the teachers did. This may suggest that teachers are faced by more dissatisfaction factors in their work than are administrators and counselors, although it does not appear from this study that these factors are closely related to personal career orientations or length of service. Future studies should further investigate the relationships of such factors as age and teaching area and their relationship to job satisfaction.

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Footnotes

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TABLE 1

Demographic Data Related to Sample

Factor	Number	Percent
Male[a]	115	40.2
Female[a]	171	59.8
Administrators[a]	77	26.9
Elementary Principals	42	14.6
Male	25	8.7
Female	17	5.9
Secondary Principals	35	12.2
Male	30	10.4
Female	5	1.8
Counselors[a]	94	32.6
Elementary Counselors	19	6.6
Male	3	1.0
Female	16	5.6
Secondary Counselors	75	26.2
Male	36	12.6
Female	39	13.6
Teachers[a]	117	40.6
Elementary Teachers[a]	64	22.3
Male	7	2.5
Female	57	19.8
Secondary Teachers[a]	53	18.4
Male[b]	14	4.9
Female[b]	37	12.8
Length of Service[b]		
1 or 2 yrs.	49	17.1
3 to 5 yrs.	65	22.7
6 to 10 yrs.	55	19.2
11 or more yrs.	117	40.9
Satisfaction Level[a]		
Very little	5	1.7
Low	10	3.5
Moderate	116	40.3
Great	157	54.5
Choose Position Again?[a]		
Definitely would	149	51.7
Probably would	103	35.8
Probably would not	30	10.4
Definitely would not	6	2.1

[a]N = 288 [b]N = 286

TABLE 2

Dominant SDS Orientation by Group

SDS Code	Group: Administrators n	Administrators %	Counselors n	Counselors %	Teachers n	Teachers %	TOTAL n	TOTAL %
S	27	35	67	71	54	47	148	52
S tied	6	8	4	4	5	5	15	5
E	21	27	9	10	10	9	40	14
A	2	3	4	4	22	19	28	10
R	10	13	1	1	3	3	14	5
I	6	8	5	5	10	9	21	7
C	3	4	4	4	6	5	13	5
Ties[a]	2	3	0	0	6	5	8	3

[a]other than S